



Mana Tohu Mātauranga o Aotearoa
New Zealand Qualifications Authority

External Evaluation and Review Report

M&O Pacific Limited trading as
Wood Training

Date of report: 3 April 2025

About M&O Pacific Limited trading as Wood Training

M&O Pacific Limited trading as Wood Training (hereafter Wood Training) delivers technical training to high-risk industries such as oil and gas. Wood Training is owned by a global parent organisation – Wood – and is the only New Zealand private training establishment with accreditation from the Offshore Petroleum Industry Training Organisation (OPITO).

Type of organisation:	Private training establishment (PTE)
Location:	28 Manadon Street, Spotswood, New Plymouth
Eligible to enrol international students:	No
Number of students:	Domestic: in 2024, 2444 students (183.45 equivalent full-time students); including 61 Pasifika students (3 per cent), 305 Māori students (13 per cent), and 38 students who identified a disability (2 per cent)
Number of staff:	13.75 full-time equivalents, including 12 full-time and three part-time staff
TEO profile:	See: Wood Training
Last EER outcome:	At the last external evaluation and review in 2020, Wood Training was found to be Highly Confident in educational performance and Highly Confident in capability in self-assessment.
Scope of evaluation:	<ul style="list-style-type: none">• Practical First Aid Level 2 Training Scheme [ID: 125726-1]¹

¹ For brevity, this course will be referred to as 'PFA' hereafter.

- Dry Compressed Air Emergency Breathing System (CA-EBS) Initial Deployment Training²

MoE number: 8950

NZQA reference: C58618

Dates of EER visit: 30 and 31 October and 4 November 2024

² For brevity, this course will be referred to as 'CA-EBS', hereafter. Note: this is an OPITO-approved course, which Wood Training has been delivering from 2024 onwards.

Summary of results

Well-designed courses, competent staff and rigorous quality assurance processes ensure that the training meets the needs of students and all stakeholders well. Wood Training uses data thoughtfully and systematically to make continuous improvements across the organisation.

Highly Confident in educational performance

- Student achievement is strong, with students completing courses at very high rates. Achievement-related self-assessment is highly effective overall, with the PTE using achievement data well to make improvements throughout the organisation. Priority student achievement is strong across all groups. Self-assessment in this localised area is effective in identifying and responding to emerging needs.

Highly Confident in capability in self-assessment

- Students gain work and industry-relevant skills and knowledge. Other stakeholders gain the upskilling of employees, to create a skilled workforce that meets industry-related compliance requirements. Students and stakeholders value these outcomes highly, with surveys indicating a high level of satisfaction, and established relationships indicating long-term value. Self-assessment processes are highly effective, with the needs of stakeholders clearly identified and responded to, and with self-identified areas for improvement well recognised.
- Wood Training reviews its courses regularly. The reviews are well informed by a range of evidence and are highly effective in responding to the needs of the students and stakeholders. Reviews of course delivery lead to important improvements, including increased student engagement. Assessment and moderation processes ensure that assessments are valid, consistent and aligned with learning outcomes. These processes are supported effectively by course reviews, to ensure the fairness and appropriateness of assessments.

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- Wood Training uses a research-based good practice teaching guide to direct learning activities and course delivery, which supports the students in their learning. Peer observations of the trainers support consistency of delivery of the training and ongoing development of the trainers, which enhances the quality of learning support for the students. Māori, Pasifika and female student satisfaction rates are high, which indicates that these students feel safe and supported in their learning environment. Analysis of satisfaction rates for students with disabilities could further enhance student support-related self-assessment.
 - Purpose, direction and structure are clear, and all parts of the PTE work together well to support educational achievement. Analysis and use of data is very effective throughout the organisation, and activities in this area support strategic planning. Governance and management anticipate and respond to external challenges well. Resources are allocated very effectively to support learning and teaching. Recruitment and development of staff is effective.
 - The PTE's quality management system has been redeveloped to improve recognition of specific obligations under relevant legislation, and compliance with those obligations. Management of these and other compliance accountabilities is highly effective.

Key evaluation question findings³

1.1 How well do students achieve?

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Wood Training’s student achievement is strong, and the PTE’s achievement-related self-assessment is highly effective. Students complete courses at very high rates, with the overall completion rate for all courses higher than 98 per cent for the years 2020-23.⁴ The corresponding completion rate for 2024 was 94 per cent, though the final figure for that year is likely to be higher once online students and students receiving extensions complete their courses. Achievement data is analysed very effectively, with the PTE using this data well to make improvements throughout the organisation.⁵</p> <p>Priority student achievement is also strong at Wood Training. Course completion rates for Māori and Pasifika student groups mirrored the overall completion rate for 2020-23, with both groups at or above 98 per cent. Māori student completions for 2024 were at parity with overall completions, at 94 per cent. Pasifika student completions for 2024 were slightly lower, at 90 per cent. However, this completion rate does not correspond to a representative sample of data, given the low number of Pasifika students at Wood Training.⁶ The PTE also has processes in place to support Pasifika students in their learning, as explained further in 1.4.</p> <p>Wood Training has commenced monitoring of completion rates for students who identify reading, writing and other disabilities. Course completion rates for students with</p>

³ The findings in this report are derived using a standard process and are based on a targeted sample of the organisation’s activities.

⁴ See Appendix 1 for further detail.

⁵ As explained further in 1.3, and 1.5, these include improvements in course delivery and review, and in the development of teaching staff.

⁶ As shown under ‘About M&O Pacific trading as Wood Training’, 61 of Wood Training’s 2444 students (roughly 3 per cent) identified as Pasifika in 2024.

	disabilities were high, with a near 100 per cent completion rate for PFA across 2020-24, and a 100 per cent completion rate for CA-EBS in 2024.
Conclusion:	Student achievement is strong, with students completing courses at very high rates. Achievement-related self-assessment is highly effective overall, with the PTE using achievement data well to make improvements throughout the organisation. Priority student achievement is strong across all groups. Self-assessment in this localised area is effective in identifying and responding to emerging needs.

1.2 What is the value of the outcomes for key stakeholders, including students?

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Important outcomes for Wood Training’s students include the gaining of work and industry-relevant skills and knowledge in high-risk and safety-critical areas. Important outcomes for the PTE’s employers in oil, gas and other industries include the upskilling of employees, to create a skilled workforce that meets industry-related compliance requirements. Students and employers value these outcomes highly, with evaluative conversations during the EER indicating a strong level of satisfaction by both groups.</p> <p>Further indications of the value of Wood Training’s training include the PTE’s ongoing accreditation with OPITO. This accreditation enables Wood Training to deliver important training within New Zealand that is not otherwise delivered, including underwater helicopter escape training. The PTE also has invested in a new fire ground, which has been designed to meet the needs of the New Zealand Defence Force and aviation organisations across New Zealand.</p> <p>Wood Training has long-standing relationships with employers and other key stakeholders, including its parent company, Wood. This relationship involves rigorous quality assurance and checking of performance, which provides international credibility to the quality of outcomes, as indicated by both students and employers. Stakeholder</p>

	<p>relationships are supported by strong self-assessment processes, including a well-developed key stakeholder plan, proactive involvement in the business community, and regular, documented consultation with stakeholders.</p> <p>Self-assessment regarding student engagement is highly effective. Wood Training conducts surveys for students in all its courses, to understand their level of satisfaction with course content and delivery. The PTE has a high response rate, with 80 per cent of students responding to the surveys, and the PTE recognises online learning as an area in which the number of responses remains low.</p> <p>Additionally, overall student satisfaction remains over 9.4 out of 10, and the PTE’s quality department responds directly to any individual ratings that fall below 8.5 out of 10.</p> <p>Through its self-assessment processes, Wood Training’s management recognised iwi engagement as an area for improvement. Governance also stated its commitment to Māori culture, as part of the wider Wood’s engagement with those local communities on whose lands the organisation carries out its work.</p> <p>The PTE has taken some actions in this area, including engagement with relevant stakeholders to complete an environmental scan, and to identify ways of making its training more accessible to Māori. Having self-identified iwi engagement as an area for improvement, it will be important for Wood Training to continue identifying and reviewing relevant stakeholder needs as part of this engagement.</p>
<p>Conclusion:</p>	<p>Students gain work and industry-relevant skills and knowledge. Other stakeholders gain the upskilling of employees, to create a skilled workforce that meets industry-related compliance requirements. Students and stakeholders value these outcomes highly, with surveys indicating a high level of satisfaction, and with established relationships indicating long-term value. Self-assessment processes are highly effective, with the needs of stakeholders clearly identified and responded to, and with self-identified areas for improvement well recognised.</p>

1.3 How well do programme design and delivery, including learning and assessment activities, match the needs of students and other relevant stakeholders?

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Wood Training's courses are reviewed and updated regularly, and the PTE's processes in this area are highly effective. As part of these processes, the PTE's courses maintain relevance to the students and stakeholders, and meet their existing and emerging needs well. Full course reviews take place annually and are informed by key evidence such as internal issue registers, marking samples, course completions, student feedback, moderation, audit reports and feedback from standard-setting bodies.</p> <p>In addition to the updating of training materials, Wood Training's course reviews also evaluate the PTE's delivery of courses. These reviews lead to important improvements in course delivery, such as the introduction of practical activities to make learning more engaging, and adjustments to the use of learning resources by instructors. Survey data provided by the PTE indicated that these changes were well received by the students.</p> <p>Wood Training's assessment and moderation processes ensure that assessments are valid, consistent and aligned with learning outcomes. Assessments are designed based on the requirements of relevant domestic and international stakeholders, including standard-setting bodies and OPITO. Evaluative conversations with relevant stakeholders indicated that Wood Training responds proactively to external moderation results, makes improvements to its assessment design and practice, and has highly effective internal moderation processes.</p> <p>Wood Training's assessment and moderation processes also ensure that assessments are fair and appropriate, and these processes are supported by the PTE's course review activities. Wood Training regularly surveys students to understand the relevance of assessments to their roles and workplaces, and to understand student perspectives on the fairness and achievability of assessments. Survey data provided by the PTE indicated a high level of satisfaction with the fairness and achievability of assessments.</p>

Final

Conclusion:	Course reviews take place regularly, are well informed by a range of evidence, and are highly effective in responding to the needs of students and stakeholders. Reviews of course delivery lead to important improvements, including increased student engagement. Assessment and moderation processes ensure that assessments are valid, consistent and aligned with learning outcomes. These processes are supported effectively by course reviews, to ensure the fairness and appropriateness of assessments.
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1.4 How effectively are students supported and involved in their learning?

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Students are supported and involved in their learning through a range of mechanisms, including Wood Training’s Good Practice Teaching Guide which directs training activities and course delivery. This guide was developed based on research pertaining to the retention of skills and knowledge in short course training – research that was carried out by the PTE’s staff in partnership with external stakeholders. Evaluative conversations with students indicated satisfaction with the training’s focus on real-world scenarios and practical activities.</p> <p>Wood Training regularly conducts peer observations of its trainers, to support consistency of course delivery. Sample observations sighted by the evaluation team indicate that trainers are assessed thoroughly against pedagogical criteria arising from the Good Practice Teaching Guide. The evidence provided also indicated that observers communicate strengths and areas of improvement to the trainers effectively. These activities contribute to the development of trainers and the quality of learning support for students.</p> <p>Wood Training’s self-review of the Code⁷ is effective, with the PTE clearly outlining student support-related activities and self-identified areas for improvement. Important activities involve the monitoring of satisfaction rates for</p>

⁷ Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021

	<p>Māori, Pasifika and female students. Survey data for these students indicate that students from each group feel safe and supported in their learning environment.</p> <p>Additionally, satisfaction rates for each of these groups are higher than the satisfaction rates for overall students, which indicates the effectiveness of the PTE's support systems for most priority groups. There is an opportunity to expand the PTE's analysis of satisfaction rates to include students with disabilities, to further enhance support for priority students.</p>
Conclusion:	<p>Training activities and course delivery are directed by a research-based Good Practice Teaching Guide, which supports students in their learning. OPITO course and trainer audits and observations, alongside Wood Training's peer observations of the trainers support their consistency of delivery of training and ongoing development. This enhances the quality of learning support for the students. Māori, Pasifika and female student satisfaction rates are high, which indicates that these students feel safe and supported in their learning environment. Analysis of satisfaction rates for students with disabilities could further enhance student support-related self-assessment.</p>

1.5 How effective are governance and management in supporting educational achievement?

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Wood Training's purpose, direction and structure are clear, and all parts of the PTE work together well to support educational achievement. Wood Training has an overall multi-year business plan, and several plans sitting below this, including academic, infrastructure, key stakeholder engagement, and strategic communication plans. The PTE has reporting and accountability requirements to its parent company, Wood. And in being owned by Wood, the PTE also has access to those quality resources that its parent company provides, including centralised information technology (IT) and business services, along with global expertise in the oil and gas industries.</p>

	<p>Wood Training’s quality department monitors completion data monthly and reports this data to the PTE’s senior leadership team and governance. Wood Training’s quality department also gathers student evaluation scores, testimonials, peer reviews, completion and moderation data, to inform staff performance reviews and continuous improvement.</p> <p>Wood Training’s analysis and use of data is very effective throughout the organisation, and the PTE’s activities in this area usefully support its strategic planning. In addition to course reviews, the PTE also completes portfolio viability studies bi-annually. These studies evaluate each course against criteria pertaining to financial, educational and strategic performance areas. Course reviews are a key input into the educational performance areas of portfolio viability studies.</p> <p>Governance and management anticipate and respond to external challenges well. Additionally, these parts of the PTE allocate resources very effectively to support learning and teaching. Wood Training uses findings from portfolio viability studies, together with other data, to identify and respond to organisational and environmental risks. Regular management review meetings ensure that management is updated on resourcing and equipment needs. Evaluative conversations with tutors and students indicated that classrooms and other facilities are tidy and well maintained.</p> <p>Wood Training’s recruitment and development of staff is effective. In its various areas of training delivery, the PTE uses matrices to systematically monitor the attributes of new and continuing teaching staff against relevant competency requirements. As part of these processes, the PTE ensures that staff remain up to date in their completion of relevant professional development activities.</p>
<p>Conclusion:</p>	<p>Purpose, direction and structure are clear, and all parts of the PTE work together well to support educational achievement. Analysis and use of data is very effective throughout the organisation, and activities in this area support strategic planning. Governance and management anticipate and respond to external challenges well. Resources are allocated very effectively to support</p>

	learning and teaching. Recruitment and development of staff is effective.
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1.6 How effectively are important compliance accountabilities managed?

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Since the previous EER, the PTE has completed a redevelopment of its quality management system to align with the quality management system of parent company, Wood. Improvements to the PTE’s compliance management processes include the introduction of a detailed legislative checklist. This checklist outlines Wood Training’s relevant obligations under relevant legislation⁸, and enables the PTE to systematically monitor its compliance with specific obligations.</p> <p>Wood Training’s system for managing compliance accountabilities is highly effective, as indicated by:</p> <ul style="list-style-type: none"> • Low percentages of unit standard results reported beyond the 90-day timeframe, and improvement over time in this area.⁹ • The timely submission of attestations and returns within expected timeframes. • Proactive responsiveness and engagement with standard-setting bodies, in the PTE’s addressing of external moderation results.¹⁰ • Ongoing compliance with OPITO requirements and guidelines, including the use of staff competency matrices. • Ongoing compliance with comprehensive OPITO audits. These audits sometimes occur several times within a

⁸ This the Education and Training Act 2020 and the Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021.

⁹ The percentage rates of unit standard results reported beyond the 90-day timeframe were 3 per cent, 4 per cent, 3 per cent, 2 per cent and 1 per cent, for the years 2020, 2021, 2022, 2023 and 2024 respectively.

¹⁰ See 1.3. for further details.

	year, and cover OPITO Approval Criteria, pertaining to matters such as staff resources, health and safety, maintenance of equipment, and maintenance and inspection regimes.
Conclusion:	The PTE's quality management system has been redeveloped to improve recognition of specific obligations under relevant legislation, and compliance with those obligations. Management of these and other compliance accountabilities is highly effective.

Focus areas

This section reports significant findings in each focus area, not already covered in Part 1.

2.1 Practical First Aid Level 2 Training Scheme [ID: 125726-1]

Performance:	Excellent
Self-assessment:	Excellent

2.2 Dry Compressed Air Emergency Breathing System (CA-EBS) Initial Deployment Training

Performance:	Excellent
Self-assessment:	Excellent

Recommendations

Recommendations are not compulsory but their implementation may improve the quality and effectiveness of the training and education provided by the tertiary education organisation (TEO). They may be referred to in subsequent external evaluation and reviews (EERs) to gauge the effectiveness of the TEO's quality improvements over time.

NZQA recommends that M&O Pacific Limited:

- Consider ways to enhance self-assessment activities pertaining to support for students with disabilities, including:
 - analysis of relevant feedback from student satisfaction surveys.

Requirements

Requirements relate to the TEO's statutory obligations under legislation that governs their operation. This include NZQA Rules and relevant regulations promulgated by other agencies.

NZQA requires M&O Pacific Limited to:

There are no requirements arising from the external evaluation and review.

Appendix 1

Graph 1. 2020-24 overall course completion percentage rates (data provided by Wood Training)



Table 1. PFA and CA-EBS course completion percentage rates

Year	Completion rate by course	
	PFA	CA-EBS
2020	99 per cent	N/A
2021	100 per cent	N/A
2022	99 per cent	N/A
2023	100 per cent	N/A
2024	100 per cent	100 per cent

Appendix 2

Conduct of external evaluation and review

All external evaluation and reviews are conducted in accordance with NZQA's published rules. The methodology used is described in the web document <https://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/>. The TEO has an opportunity to comment on the accuracy of this report, and any submissions received are fully considered by NZQA before finalising the report.

Disclaimer

The findings in this report have been reached by means of a standard evaluative process. They are based on a representative selection of focus areas, and a sample of supporting information provided by the TEO under review or independently accessed by NZQA. As such, the report's findings offer a guide to the relative quality of the TEO at the time of the EER, in the light of the known evidence, and the likelihood that this level of quality will continue.

For the same reason, these findings are always limited in scope. They are derived from selections and samples evaluated at a point in time. The supporting methodology is not designed to:

- *Identify organisational fraud¹¹*
- *Provide comprehensive coverage of all programmes within a TEO, or of all relevant evidence sources*
- *Predict the outcome of other reviews of the same TEO which, by posing different questions or examining different information, could reasonably arrive at different conclusions.*

¹¹ NZQA and the Tertiary Education Commission (TEC) comprehensively monitor risk in the tertiary education sector through a range of other mechanisms. When fraud, or any other serious risk factor, has been confirmed, corrective action is taken as a matter of urgency.

Regulatory basis for external evaluation and review

External evaluation and review is conducted under the Quality Assurance (including External Evaluation and Review (EER)) Rules 2022, which are made by NZQA under section 452(1)(t) of the Education and Training Act 2020 and approved by the NZQA Board and the Minister of Education.

Self-assessment and participation and cooperation in external evaluation and review are requirements for:

- maintaining accreditation to provide an approved programme for all TEOs other than universities, and*
- maintaining consent to assess against standards on the Directory of Assessment Standards for all TEOs excluding universities, and*
- maintaining micro-credential approval for all TEOs other than universities.*

The requirements for participation and cooperation are set through the Programme Approval and Accreditation Rules 2022, the Consent to Assess Against Standards on the Directory of Assessment and Skill Standards Rules 2022 and the Micro-credential Approval and Accreditation Rules 2022 respectively.

In addition, the Private Training Establishment Registration Rules 2022 require registered private training establishments to undertake self-assessment and participate in external evaluation and review as a condition of maintaining registration.

NZQA is responsible for ensuring non-university TEOs continue to comply with the rules after the initial granting of approval and accreditation of programmes, micro-credentials and consents to assess and registration. The New Zealand Vice-Chancellors' Committee (NZVCC) has statutory responsibility for compliance by universities.

This report reflects the findings and conclusions of the external evaluation and review process, conducted according to the Quality Assurance (including External Evaluation and Review (EER)) Rules 2022. The report identifies strengths and areas for improvement in terms of the organisation's educational performance and capability in self-assessment.

External evaluation and review reports are one contributing piece of information in determining future funding decisions where the organisation is a funded TEO subject to an investment plan agreed with the Tertiary Education Commission.

External evaluation and review reports are public information and are available from the NZQA website (www.nzqa.govt.nz). All rules cited above are available at <https://www.nzqa.govt.nz/about-us/our-role/legislation/nzqa-rules/>, while information about the conduct and methodology for external evaluation and review can be found at <https://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/>.

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